



SUMMIT PARKWAY MIDDLE

200 Summit Parkway
Columbia, SC 29229

Grades	K-8 Elementary School	
Enrollment	1,045 Students	
Principal	S. E. Tanner	803-699-3580
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Good	Average
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

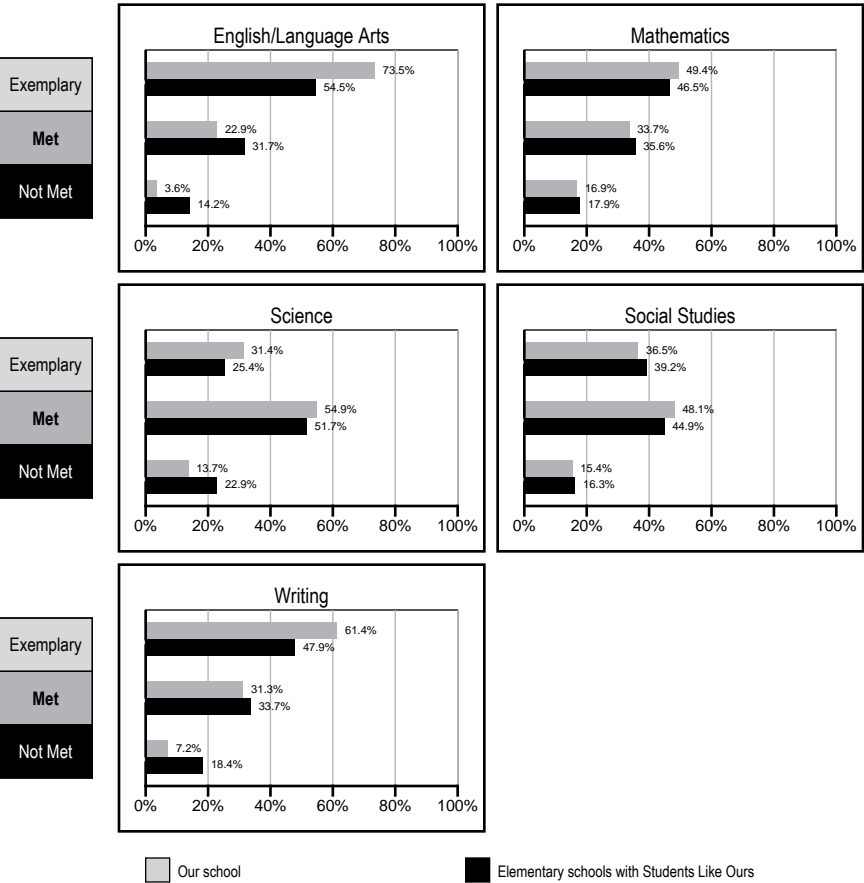
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	13	4	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,045)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.2%	0.9%	1.2%
Attendance rate	97.4%	Down from 97.6%	96.4%	96.1%
Eligible for gifted and talented	21.7%	Up from 17.4%	18.8%	11.7%
With disabilities other than speech	8.9%	Up from 7.2%	7.9%	8.0%
Older than usual for grade	0.6%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	82.1%	Up from 78.6%	63.4%	60.5%
Continuing contract teachers	79.1%	Up from 74.3%	86.0%	84.6%
Teachers with emergency or provisional certificates	4.8%	Up from 4.7%	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 85.6%	88.3%	87.0%
Teacher attendance rate	95.9%	Up from 94.8%	95.9%	95.4%
Average teacher salary*	\$53,363	Up 2.3%	\$48,779	\$47,288
Professional development days/teacher	12.1 days	Down from 14.3 days	10.0 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.5	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.0 to 1	21.1 to 1	19.2 to 1
Prime instructional time	92.4%	Up from 91.4%	92.2%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,331	Up 1.6%	\$6,960	\$7,548
Percent of expenditures for instruction**	69.1%	Up from 67.4%	70.6%	68.7%
Percent of expenditures for teacher salaries**	65.7%	Up from 63.8%	68.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Students, parents, faculty, and staff at Summit Parkway Middle School and the Center for Inquiry are proud to work together in creating exemplary learning environments. Both schools collaborate with the University of South Carolina by mentoring undergraduate and graduate teaching interns, publishing professional materials, writing grants, conducting research, and hosting on-site courses for education majors instructed by USC faculty.

Outstanding achievements for Summit Parkway Middle School during this past year include the expansion of The Academy of Exercise Physiology and Sports Medicine Magnet Program into the seventh grade and being selected to receive one of eleven iPAC classrooms within the district. iPAC classrooms are rich in technology and transform teaching and learning by using technology to personalize learning, provide authentic learning experiences, and enhance collaborative teaching and learning using 21st century skills. Important curricular highlights at SPMS include the introduction of Achieve 3000, an on-line computer program designed to strengthen comprehension skills of nonfiction news articles, and the continued implementation of a Mind Research math online program (Jiji), created to further develop spatial and temporal reasoning.

The Center for Inquiry's K-5 magnet program continues to be a national model, hosting hundreds of visitors each year. Under the direction of their university partner, CFI developed a professional video series featuring teaching demonstrations of inquiry instruction and established a regional network of educators interested in implementing inquiry-based education in their schools. This video series, Inquiry in Action, along with its parent publication, "Just Wondering" was recognized by the SC Chapter of the National School Public Relations Association, and the Richland Conservation District recognized Dr. Mueller as the "2010 Conservation Principal of the Year" for Richland County.

Other notable achievements include: 13 students selected for Middle School Region Band; 3 selected for Middle School Region Orchestra; 29 eighth graders named as Junior Scholars; 43 seventh grader qualified for the Duke TIP program; 4 received TIP Honor Roll; and 19 fourth and fifth graders qualified for the Duke MAP program.

Summit Parkway Middle School and the Center for Inquiry are proud to provide educational academic excellence for their students and to serve as an instructional models for educators in South Carolina and nationally.

Mr. Sig Tanner, Principal

Ms. Wanda Russ-Kenscoff, Chair, School Improvement Council, Summit Parkway Middle School

Dr. Lyn Mueller, Lead Teacher

Mrs. Beck Sullivan, Chair, School Instruction Council, Center for Inquiry

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	906	99.7	27	34.8	38.2	82.4	85.9	83.5	Yes	Yes
Gender										
Male	465	99.4	29.3	33.3	37.4	80.4	82.7	80.1	N/A	N/A
Female	441	100	24.6	36.4	39	84.4	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	255	100	17.4	27.7	55	89.3	94	89.6	Yes	Yes
African American	569	99.5	31	38.3	30.8	79.5	81.9	74.6	Yes	Yes
Asian/Pacific Islander	23	100	21.7	34.8	43.5	91.3	94	92.7	I/S	I/S
Hispanic	45	100	36.6	29.3	34.1	73.2	80.3	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	97	97.9	73.8	11.9	14.3	38.1	52.7	51.7	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	35.2	31.5	33.3	77.8	83.4	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	430	99.5	39	37.5	23.5	74.5	78.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	906	99.7	32	39	29	80	82.4	80.4	Yes	Yes
Gender										
Male	465	99.4	33.3	35.1	31.6	79.2	80	78.4	N/A	N/A
Female	441	100	30.6	43.1	26.3	80.9	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	255	100	19.4	38.4	42.1	86.8	93.2	87.8	Yes	Yes
African American	569	99.5	37.3	39.8	22.9	77.1	76.8	69.3	Yes	Yes
Asian/Pacific Islander	23	100	17.4	30.4	52.2	100	95.8	93.5	I/S	I/S
Hispanic	45	100	39	39	22	68.3	77.2	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	97	97.9	72.6	17.9	9.5	39.3	47.8	46.1	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	31.5	33.3	35.2	83.3	83.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	430	99.5	42.9	39	18.1	72.7	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	----------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

Science

All Students	616	99.2	26.4	50.4	23.1	73.6	72.1	67.3
Gender								
Male	311	99.4	28.7	45.7	25.6	71.3	70.9	66.9
Female	305	99	24.1	55.2	20.7	75.9	73.3	67.7
Racial/Ethnic Group								
White	169	99.4	12.5	45.6	41.9	87.5	89.6	79.6
African American	386	99.2	31.7	54.5	13.8	68.3	63.1	49.7
Asian/Pacific Islander	16	100	12.5	25	62.5	87.5	88.2	84.4
Hispanic	33	97	36.7	43.3	20	63.3	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	65	98.5	64.9	24.6	10.5	35.1	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	38	100	28.6	35.7	35.7	71.4	70.5	58.6
Socio-Economic Status								
Subsidized meals	306	98.4	34.7	51.3	14.1	65.3	58.6	55.4

Social Studies

All Students	617	100	28.6	42.2	29.3	71.4	77.1	70.9
Gender								
Male	314	100	24.5	41.5	34	75.5	75.3	70.1
Female	303	100	32.8	42.9	24.4	67.2	79.1	71.7
Racial/Ethnic Group								
White	178	100	18.3	44.4	37.3	81.7	88.6	79.2
African American	383	100	32.2	41.4	26.4	67.8	71.1	58.4
Asian/Pacific Islander	18	100	22.2	44.4	33.3	77.8	91	86.8
Hispanic	30	100	40.7	40.7	18.5	59.3	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	55	100	66	23.4	10.6	34	44.9	39.3
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	36	100	36.8	36.8	26.3	63.2	78.1	68
Socio-Economic Status								
Subsidized meals	291	100	39.8	40.6	19.5	60.2	66.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	905	98.5	24	43.8	32.2	76	76.7	72.1	97.4	97
Gender										
Male	464	98.1	30.3	44.2	25.5	69.7	70.2	65.2	97.2	96.9
Female	441	98.9	17.4	43.4	39.1	82.6	83.4	79.2	97.6	97.1
Racial/Ethnic Group										
White	254	99.6	18.1	38.7	43.2	81.9	87.9	80.8	97.6	97.1
African American	567	98.2	25.5	47.3	27.2	74.5	71.3	59.7	97.5	96.9
Asian/Pacific Islander	23	95.7	13.6	31.8	54.5	86.4	89.8	87	98	97.9
Hispanic	47	97.9	42.9	38.1	19	57.1	66.4	64.6	95	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	94	93.6	72.3	22.9	4.8	27.7	32	27.7	96.2	96.1
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	96.4	96.4
English Proficiency										
Limited English Proficient	51	92.2	40	32	28	60	71.7	63.7	96.5	97.2
Socio-Economic Status										
Subsidized meals	412	97.8	33.2	48.7	18.2	66.8	65.8	61.9	96.4	96.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	5	30	65	95
	4	20	100	10	30	60	90
	5	22	100	4.5	27.3	68.2	95.5
	6	293	100	22.3	38	39.8	77.7
	7	238	100	25.8	44.1	30	74.2
	8	285	100	32.7	36.8	30.5	67.3
2010	3	43	100	2.3	18.6	79.1	97.7
	4	20	100	5	35	60	95
	5	20	100	5	20	75	95
	6	259	100	26.5	37.8	35.7	73.5
	7	311	99.4	26	40.8	33.2	74
	8	253	99.6	37	28.6	34.5	63
Mathematics							
2009	3	20	100	30	35	35	70
	4	20	100	30	25	45	70
	5	22	100	22.7	54.5	22.7	77.3
	6	293	100	27.7	49.6	22.6	72.3
	7	238	100	23	47.9	29.1	77
	8	285	100	35	39.8	25.2	65
2010	3	43	100	20.9	25.6	53.5	79.1
	4	20	100	5	45	50	95
	5	20	100	20	40	40	80
	6	259	100	26.5	47.1	26.5	73.5
	7	311	99.4	34.9	41.4	23.6	65.1
	8	253	99.6	39.1	29.8	31.1	60.9
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	30	45	25	70
	5	11	100	27.3	54.5	18.2	72.7
	6	147	100	31.4	59.3	9.3	68.6
	7	238	100	23	57.7	19.2	77
	8	144	100	38.1	37.3	24.6	61.9
2010	3	21	100	14.3	47.6	38.1	85.7
	4	20	100	10	55	35	90
	5	10	I/S	I/S	I/S	I/S	I/S
	6	127	100	36.4	53.4	10.2	63.6
	7	310	100	21.2	57	21.8	78.8
	8	128	96.1	35	29.1	35.9	65

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	15	75	10	85
	5	11	100	27.3	54.5	18.2	72.7
	6	146	100	3.7	56	40.3	96.3
	7	238	100	32.4	38	29.6	67.6
	8	141	100	22.7	45.5	31.8	77.3
2010	3	22	100	18.2	68.2	13.6	81.8
	4	20	100	10	30	60	90
	5	10	I/S	I/S	I/S	I/S	I/S
	6	132	100	14.2	51.7	34.2	85.8
	7	309	100	40.3	38.6	21.2	59.7
	8	124	100	19.8	38.8	41.4	80.2
Writing							
2009	3	20	95	15.8	26.3	57.9	84.2
	4	20	100	20	25	55	80
	5	22	100	18.2	45.5	36.4	81.8
	6	293	98.3	29.6	45.3	25.2	70.4
	7	237	99.6	18.4	43.8	37.8	81.6
	8	284	98.9	27.9	44.9	27.2	72.1
2010	3	43	100	7	30.2	62.8	93
	4	20	100	10	30	60	90
	5	20	100	5	35	60	95
	6	262	99.2	25.5	42	32.5	74.5
	7	310	97.1	25.7	54.5	19.8	74.3
	8	250	98.8	26.2	37.1	36.7	73.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample